Tigard-Tualatin School District: 2026-2027 Elementary Continuous Improvement Plan

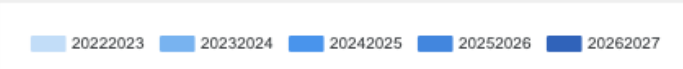
Continuous Improvement Plan Purpose: The Continuous Improvement Plan (CIP) is an internal document used by school leaders to align their work with district goals for student outcomes. It outlines key priorities, strategies, and progress measures that guide school-level planning and improvement efforts, offering visibility into each school's priorities and alignment with the district's broader mission for educational equity and excellence. While primarily designed for principals and leadership teams, and site councils, it also serves to inform governing bodies—including the School Board, Cabinet, and Educational Equity Advisory Committee—about how each school is advancing district-wide priorities, with a focus on equity and success for all scholars.

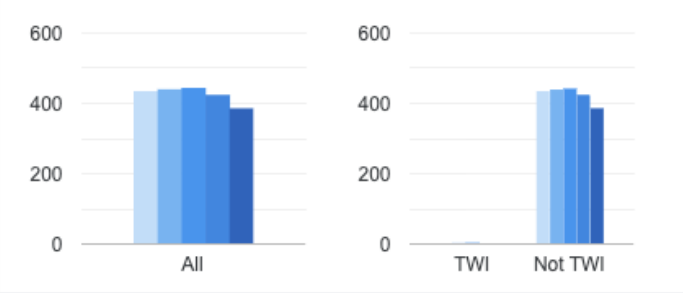
TTSD Collective Goals:

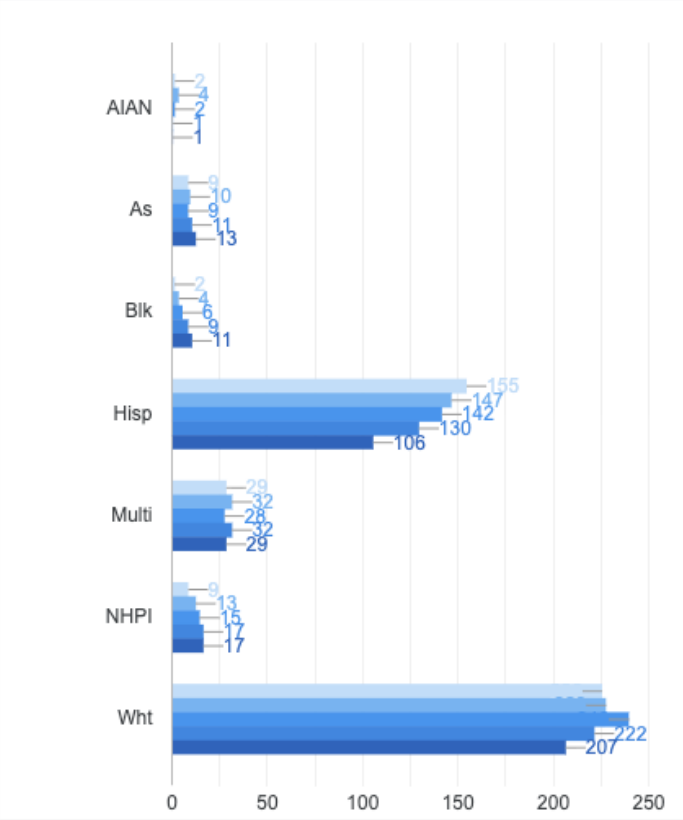
- **Reading Proficiency (Grades 3&5):** Grade-level reading by 3rd grade predicts high school success. By 5th grade, strong reading skills prepare scholars for secondary-level texts.
- **Math Proficiency (Grade 5):** Mastery of math by 5th grade lays the foundation for middle school success.
- **Attendance (Kindergarten):** Consistent attendance at key transition points supports engagement and reduces future absenteeism.
- **Scholars Feel Connected, Valued and Engaged:** {Student Survey Question Coming Soon}
- **Office Discipline Referrals:** Aim for 80%+ of scholars (by race and special population) to have 0–1 referrals, promoting a positive, inclusive school climate.

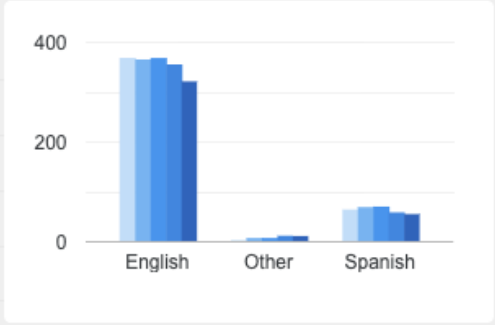
Elementary Theory of Action: At TTSD, we believe that every elementary educator is a language teacher, and we are committed to embedding language-rich discourse into every classroom to ensure scholars develop strong skills in reading, writing, speaking, and listening. We design and deliver rigorous, differentiated instruction that values scholar voice and honors their cultural, linguistic, and neurodiverse identities. We live these beliefs through instructional practices that promote collaborative learning, where scholars engage in meaningful dialogue, problem-solving, and teamwork. Through these actions, we prepare all elementary scholars to be choice-ready through the grades—academically prepared, socially conscious, and equipped to lead and thrive in a diverse, interconnected world.

Tualatin Elementary School

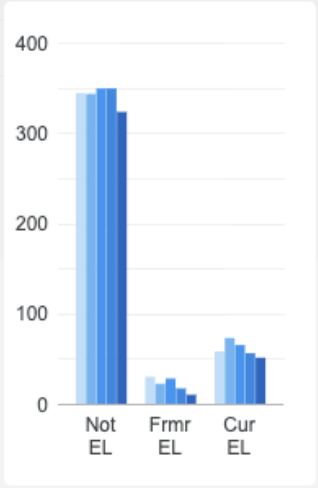


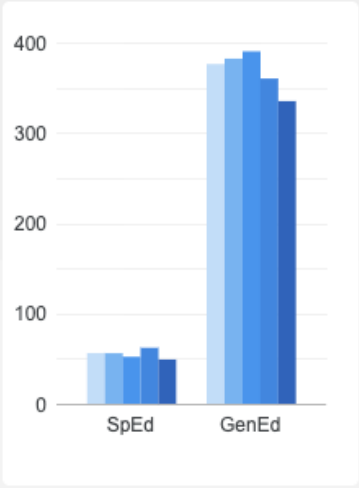


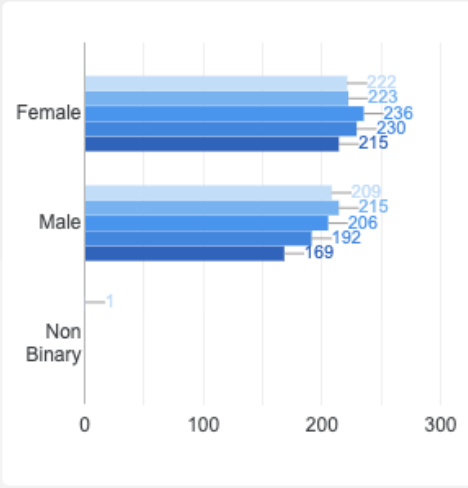


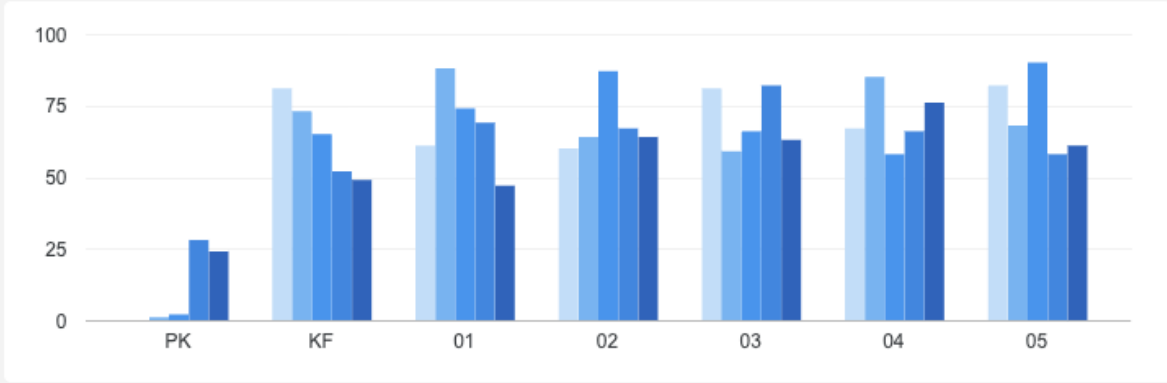


Student Mobility in Development









Elementary Road Map

Academics, Attendance, Climate & Culture

2026-27

The Why: We recognize the tremendous power of working collectively towards a common goal, and there are many avenues in which to provide culturally responsive instruction/systems to support student growth.

The Goal: As a school community, we are committed to **improving academic outcomes for all students in reading and math,** with a special focus on narrowing the achievement gap for our Multilingual (ML) students. We are committed to continuing to improve attendance rates since its dip during the pandemic.

What does our data tell us about where to focus?

What systems do we have in place?

We have well-developed systems and a school team working to support every student to get what they need to make academic, social, and emotional growth!

Instruction	Equity	Climate/Culture & Attendance
Literacy Amplify/CKLA literacy curriculum refinement **Math**: Refine iReady practices **Oracy:** Instruction that supports oral language development **Support for our Multilingual Learners (MLs)**: Co-teaching at every grade level with a focus on language development in all classrooms every day **Professional Learning:** Professional learning to refine Core	**Anti-bias Instruction:** Prevention and response **Combined Leadership in PBIS and Equity:** Combined PBIS/Equity Committees for effectiveness **Community Engagement:** Continue to offer Bites with Brown in English and Spanish, in addition to communicating via Parent Square and Black Bear Bits Equity Advisory Board with Parent Leadership & Parent English Classes. **Classified Staff Leadership:** Quarterly classified staff meetings &recruit classified	**Social and Emotional Learning:** Continue morning meetings that align with SEL Scope and Sequence **PBIS & Acknowledgements** A systematic approach to reinforce schoolwide expectations addresses student emotional and behavioral needs **Systematic Documentation of Unexpected Behaviors** Established systems for accurately reporting behavior to align schoolwide and student-specific behavioral intervention **Attendance** Tiered levels of support for students attending less than 90% of the time.

instruction in Literacy & Math instruction **Purpose and Engagement:** Professional learning at staff meetings will focus on clarity of learning targets and 100% engagement strategies. These are included in teacher evaluation goals.	staff to improve our leadership teams	Schoolwide tracking and incentives for when students meet attendance goals.

Here is our plan for making it happen! Our school teams have action items scheduled throughout the year to ensure we're making our schoolwide goals!

	Action	Details	Who supports these actions?
Literacy	Evidence-Based Practices in Professional Development	● Professional development time throughout the year to address instruction aligned with the science of reading, writing, and small group reading ● Team PD sessions throughout the year to include school pod aligned by our shared Instructional Coach	Teaching and Learning, Principal, ML Specialist, Instructional Coach, Literacy Specialists, & Instructional Leadership Team, collaboration with Alberta Rider school teams
	Core Review Meetings	● Grade-level meetings with Literacy Specialist and ELD Specialists to review student data and set instructional priorities or interventions ● Data review at Core Review meetings (Set goals for individual classrooms instead of grade levels), Intervention Review meetings (Add Math data with support in small group support), and Individual Problem Solving meetings.	Principal, Instructional Coach, Literacy Specialist, Instructional Leadership Team, classroom Teachers, and Specialists

	Ongoing coaching support in response to staff needs	• Coach and Literacy Specialists plan strategically for division of support and leadership responsibilities • Coach and Literacy Specialists observe needs and collaborate with admin to offer additional PD and support • Coach and Literacy Specialists collaborate with others to learn promising practices for new materials • Easy access to CKLA resources for classroom teachers and support staff	Principal, Instructional Coach, Literacy Specialist, Instructional Leadership Team
Math	Differentiation and Intervention	• PD for Teachers on how to utilize IAs during push-in with Amplify/CKLA • Flexible Academic groups based on academic level and need	Instructional Coach, Literacy Specialist, ML Specialists, SPED
	Refine Math instruction	• PD in Fall to clarify goals for refinement • Renewed focus on iReady's Try/Discuss/Connect Framework • Increase the use of math manipulatives	Principal, Instructional Coach, Instructional Leadership Team, Classroom Teachers, and Specialists
	Use of scaffolds to help all learners access content	• Introduce and provide visuals and manipulatives for daily, ongoing use during Try/Discuss/Connect • Provide sentence frames at varying cognitive levels	Principal, Instructional Coach, Instructional Leadership Team, classroom Teachers and Specialists

Oracy and ML Support	Co-teach with ML Specialist and Team using effective language supports	• Language supports during the literacy block, with a focus on the Knowledge component of Amplify/CKLA • Utilize ML Instructional Assistants, SPED Assistance, and Title 1 Assistance to support students in small group instruction based on academic data • Professional learning is embedded throughout the year with a focus on strategies to support MLs, including purpose/clarity & engagement • Quarterly co-planning days with ML Specialists and grade-level teams or classrooms with MLs being served in their classrooms	Principal, ML Specialist, Instructional Coach, Literacy Specialists, & Instructional Leadership Team
Equity	Anti-bias Instruction	• No Place For Hate Activities and Pledge • Family access to the schoolwide E.A.S.H. and Students' Rights and Responsibilities • Schoolwide lessons to prevent hate speech and bullying • Responsive approach to address hate speech and bullying	Principal, Dean of StudentsPBIS/Equity Committee, Counseling Department, classroom, Teachers, and Specialists
	Combined Leadership in PBIS and Equity	• Tackle themes and needs of the school through a data-based approach • Include multiple perspectives from Teachers, Specialists, and Classified Staff	Principal, Dean of Students, PBIS/Equity Committee, Counseling Department
	Community Engagement	• Continue to offer Bites with Brown in English and Spanish • Timely communication via Parent Square and Black Bear Bits • Parent Equity Advisory Board • Parent English Classes	Principal, Family Partnership Advocate, Office Staff, PBIS/Equity Committee, Counseling Department

Climate, Culture & Attendance	PBIS & Acknowledgements	• School-wide system to recognize whole classes for meeting classroom and school goals • Student life skill & leader acknowledgement award • PBIS assemblies and Golden Awards • PAX Prize Time • PAX Wheel • Den Leaders • Academy	Counseling Department & Dean of Students
	Social and Emotional Learning	• Use PAX Vision in all classrooms to clarify safe, respectful, and responsible behaviors in all school settings • Predict/Monitor/Reflect is used multiple times daily to clarify, practice, and reflect on expectations during all changes in classroom routines • Use PAX Vision in all classrooms to clarify safe, respectful, and responsible behaviors in all school settings • Predict/Monitor/Reflect is used multiple times daily to clarify, practice, and reflect on expectations during all changes in classroom routines	Counseling Department, Dean of Students, Classroom Teachers
	Systematic Documentation of Unexpected Behaviors	• Follow office- and classroom-managed behavior guidelines to ensure unexpected behaviors are regularly documented • Use data to inform Tier 2 and Tier 3 behavior interventions	Principal, Dean of Students, and Counseling Department
	Attendance Plan & Implement a multi-tiered system of support	• Tier 1 - Attendance calls and schoolwide incentives ○ Coaching staff on communications home • Tier 2 - Family communication and problem solving when absences surpass 10% of school days, using empathy	Dean of Students, Family Partnership Advocate, Office Staff, Counseling Department

		interview style • Tier 3 - Partner with families on building individualized attendance plans • Weekly Attendance and Basic Needs meetings	

How do we know it's working? We monitor student progress throughout the year to make adjustments to instruction and systems that support students! This section will be adjusted throughout the school year.

Academic Data and Academic Goals per Grade Level and Academic Domain

Schoolwide Literacy Data

DIBELS Composite	FALL	WINTER	SPRING
% At or Above Benchmark:	56%		
% Below Benchmark:	17%		
% Well Below Benchmark:	27%		
i-Ready Overall Placement ***English Reading*** **This measures progress toward year-end goals**	**FALL**	**WINTER**	**SPRING**
% Mid Above Grade Level:	14%		
% Early On Grade Level:	16%		

% 1 Year Below Grade Level:	48%		
% 2 Grade Levels Below:	17%		
% 3 or More Grade Levels Below:	5%		

Student Group:	iReady: This measures year-end goals		
	FALL % at or above Benchmark	**WINTER** % at or above Benchmark	**SPRING** % at or above Benchmark
American Indian/ Alaskan Native (AI)	0%		
Asian	43%		
Black/African American	0%		
Pacific Islander/Native Hawaiian	7%		
Hispanic/Latino	15%		
Multiracial	33%		
White	41%		
Students with Disabilities	11%		
MLs	0%		

TAG	87%		

Kindergarten:

Grade Level Goal**:** By June 2027, 70% of students in Kindergarten will be identified at/above grade level in reading, as measured by the DIBELS Composite.

Fall: Goal Development: The percentage of proficient students will go from **36%** to **46%** in the skill of Phonemic Awareness as measured by DIBELS PSF by the next **benchmark**.

Winter Goal Development: TBD

Kinder Core Review slides here

1st Grade:

Grade Level Goal**:** According to the end of year DIBELS data 2027, 50% of students in 1st grade will be identified as early on or above grade level in reading, as measured by the DIBELS Composite.

Fall: Goal Development: By winter 2027, 69% of students in 1st grade will be identified as early on or above grade level in reading, as measured by the DIBELS PSF.

Winter: Goal Development: TBD

1st Grade Core Review slides here

2nd Grade:

By June 2027, 65% of students in 2nd grade will be identified as at/above grade level in reading, as measured by the DIBELS

Composite.

Fall: Goal Development: The percentage of proficient students will go from **61/52%** to **71/62%** in the skill of Phonics as measured by DIBELS NWF & CLS/WRC by the next **benchmark**.

Winter: Goal Development: TBD

2nd Grade Core Review slides here

3rd Grade:

Grade Level Goal: By June 2027, students in 3rd grade, identified as early on or above grade level in reading in the Fall at 54%, will increase to 68% in the Spring as measured by the iReady Diagnostic Assessment.

Fall Goal Development: The percentage of proficient students will go from **63%** to **73%** in the skill of Phonics as measured by DIBELS NWF CLS/WRC by the next **benchmark**.

Winter Goal Development: TBD

3rd Grade Core Review slides here

4th Grade:

By June 2027, 60% of students in 4th grade will be identified as early on, on, or above grade level in reading, as measured by the i-Ready Inform Results in Reading.

Fall: Goal Development: The percentage of proficient students will go from **29 %** to **40%** in the skill of Numeric Operations as measured by i-Ready by the next **benchmark**.Specific skill of multiplication:

Winter: Goal Development: TBD

4th Grade Core Review slides here

5th Grade:

Grade Level Goal: June 2027, students in 5th grade, identified as early on,on, or above grade level in reading in the Fall at 24% will increase to 55% in the Spring as measured by the iReady Diagnostic Assessment.

Fall:Goal Development: The percentage of proficient students will go from **71%** to **81%** in the skill of Accuracy as measured by DIBELS ORF Accuracy by the next **benchmark**.

Winter: TBD

5th Grade Core Review slides here

Schoolwide Math Data

i-Ready Overall Placement *Math*	FALL	WINTER	SPRING
% Mid Above Grade Level:	4%		
% Early On Grade Level:	10%		
% 1 Year Below Grade Level:	57%		
% 2 Grade Levels Below:	19%		
% 3 or More Grade Levels Below:	10%		

	iReady: This measures year-end goals

Student Group: add # of students in each group	FALL % at or above Benchmark	WINTER % at or above Benchmark	SPRING % at or above Benchmark
American Indian/ Alaskan Native (AI)	0%		
Asian	11%		
Black/African American	0%		
Pacific Islander/Native Hawaiian	0%		
Hispanic/Latino	2%		
Multiracial	13%		
White	23%		
Students with Disabilities	2%		
MLs	0%		
TAG	53%		

Kindergarten:

Grade Level Goal: By June 2027, 70% of students in kindergarten will be identified as on or above grade level in Math, as measured by the i-Ready Inform measure.

Fall: Goal Development: The percentage of proficient students will go from **11%** to **55%** in the skill of **Numbers** and Operations as measured by i-Ready by the next **benchmark**.

Winter: **TBD**

1st Grade:

Grade Level Goal: According to the end-of-year iReady data 2027, 75% of students in 1st grade will be identified as on or above grade level in math.

Fall: Goal Development:

Winter:

2nd Grade:

By June 2027, 50% of students in 2nd grade will be identified as on or above grade level in Math, as measured by the i-Ready Inform measure.

Fall: Goal Development: The percentage of proficient students will go from **13%** to **37%** in the skill of Numbers and Operations as measured by i-Ready Math Inform by the next **benchmark**.

Winter: TBD

3rd Grade:

Grade Level Goal: By June 2027, students in Kindergarten were identified as early on or above grade level in math in the Fall, 8% will increase to 45% in the Spring as measured by the iReady Diagnostic Assessment.

Fall: Goal Development: The percentage of proficient students will go from **12 %** to **50 %** in the skill of Numeric Operations as measured by iReady by the next **benchmark**.

Winter: TBD

4th Grade:

By June 2027, for students in 4th grade, 60% of students will be identified as at/above grade level in Math.

Fall: Goal Development: The percentage of proficient students will go from **29 %** to **40%** in the skill of Numbers and Operations as measured by iReady by the next **benchmark**- specific skill of multiplication.

Winter: Goal Development: **TBD**

5th Grade:

Grade Level Goal: By June 2027, students in 5th grade were identified as early on or above grade level in math in the Fall, 22% will increase to 55% in the Spring as measured by the iReady Diagnostic Assessment.

Fall: Goal Development: The percentage of proficient students will go from **20 %** to 35**%** in the skill of NO as measured by iReady by the next **benchmark**.

Winter:Goal Development: TBD

Safety, Climate, and Culture Data

SCHOOL LEVEL GOALS:

Kindergarten Attendance:
AtTualatin ES, we will increase Kindergarten regular attenders from 65% in June 2026 to 75% by June 2027 for all scholars.

At Tualatin ES, we will increase Kindergarten regular attendance from 50% in June 2026 to 60% for Hispanic students by June 2027.

Student Perception Survey
At Tualatin ES, we will increase the percentage of students who report always and often having at least one trusted adult at school they can go to when they need help from 82% in June 2026 to 87% by June 2027.

At Tualatin ES, we will increase the percentage of students who report adults notice PAX behavior always or sometimes from 58% in June 2026 to 68% by June 2027.

Office Discipline Referrals:
At Tualatin ES 80%, school-wide referral data measures if students are generally following the rules. We want to see at least 80% of students have 0 to 1 referrals, with only a small fraction of students with 2 to 5, or 6 or more referrals.

% of population with 0-1 Referrals 25-26 SY for Spring

	All	Asian	Black	Hispanic	PI	Native Am	Multi-Racial	White	Sped	MLE	TAG
% with 0-1 Referrals	93%	100%	67%	95%	100%	100%	77%	93%	78%	97%	99%

% of population with 0-1 Referrals 26-27 EOY for Spring- TBD

District Scholar Achievement Goals

Literacy / Math / Attendance

DISTRICT AIM #1: 3rd & 5th Grade Reading

SCHOOL LEVEL GOALS:

At Tualatin, we will increase the percentage of 3rd grade Scholars that are early on or above grade level in reading from 64% from spring to 71% spring as measured by the iReady Diagnostic Assessment.

At Tualatin, we will increase the percentage of 3rd grade MLE Scholars that are early on or above grade level in reading from 0% from spring to 25% spring as measured by the iReady Diagnostic Assessment.

At Tualatin, we will increase the percentage of 5th grade Scholars that are early on or above grade level in reading from 38% from spring to 48% spring as measured by the iReady Diagnostic Assessment.

At Tualatin, we will increase the percentage of 5th grade MLE Scholars that are early on or above grade level in reading from 0% from spring to 25% spring as measured by the iReady Diagnostic Assessment.

At Tualatin, we will increase the percentage of MLEs that are on track to English language proficiency as measured by ELPA from 41% to 51%.

DISTRICT LEVEL GOALS:

In TTSD, we will increase the percentage of 3rd grade Scholars that are early on or above grade level in reading from 65% from Spring to 70% Spring as measured by the iReady Diagnostic Assessment.

In TTSD, we will increase the percentage of 3rd grade MLE Scholars that are early on or above grade level in reading from 24% from Spring to 29% Spring as measured by the iReady Diagnostic Assessment.

In TTSD, we will increase the percentage of 5th grade Scholars that are early on or above grade level in reading from 53% from Spring to 58% Spring as measured by the iReady Diagnostic Assessment.

In TTSD, we will increase the percentage of 5th grade MLE Scholars that are early on or above grade level in reading from 9% from Spring to 13% Spring as measured by the iReady Diagnostic Assessment.

DISTRICT AIM #2: 3rd & 5th Grade Math

SCHOOL LEVEL GOALS:

At Tualatin, we will increase the percentage of 5th grade Scholars that are early on or above grade level in math from 42% from Spring 2026 to 47 % Spring 2027 as measured by the iReady Diagnostic Assessment.

At Tualatin, we will increase the percentage of 5th grade MLE Scholars that are early on or above grade level in math from 0% from Spring 2026 to 25% Spring 2027 as measured by the iReady Diagnostic Assessment.

DISTRICT LEVEL GOALS:

In TTSD, we will increase the percentage of 5th grade Scholars that are early on or above grade level in math from 57% from Spring 2026 to 62% Spring 2027 as measured by the iReady Diagnostic Assessment.

In TTSD, we will increase the percentage of 5th grade MLE Scholars that are early on or above grade level in math from 6% from Spring 2026 to 10% Spring 2027 as measured by the iReady Diagnostic Assessment.

DISTRICT AIM #3: Scholars Feel Connected, Valued and Engaged

Kindergarten Attendance:

Attendance:
In TTSD, we will increase Kindergarten-2nd grade regular attendance from 74% in June 2026 to 77% by June 2027 for all scholars.

In TTSD, we will increase district-wide regular attenders from 64% in June 2026 to 67% by June 2027 for all scholars.

EASH and Guiding Documents

Tualatin Elementary EASH Plan and Reflection

E.A.S.H. Guiding Documents

Priority Tenants & Standards: Culturally and Community Responsive Education Framework

TTSD Policy GBB/JBC Bias Incidents and Hate Speech
TTSD Policy JBC/GBB
TTSD Policy ACB All scholars Belong
TTSD Policy ACB-AR Bias Incident Complaint Process
TTSD Education Accountability Solutions & Healing Process

TTSD Student Rights and Responsibilities & Elementary Slide Deck

TTSD School Board Policy Webpage

TTSD Discipline Framework

Elementary Core Review Agenda